

The beginning (pre-service) physical education teacher will demonstrate knowledge of and/or competency in the following areas of study:

<p><b>1. Physical Education Content</b>  1997 SSC:1, 2, 3, 4, 5, 6, 7, 10, 12, 13;  AAHPERD/NASPE:1,9.  PRAXIS II (0091): I, II, III, IV; <i>Show Me Standards:</i> H/PE 1, 2, 3, 4, 5, 6, 7</p>	<ol style="list-style-type: none"> <li>1. fundamental movement skills (locomotor, non-locomotor, manipulative) and movement concepts; personal fitness and wellness concepts.</li> <li>2. the bioscience (anatomical, physiological, and biomechanical) and psychological concepts of movement, physical activity, and fitness.</li> <li>3. developmental, individual, dual, and team activities and developmental games, including outdoor activities and non-competitive physical activities, as well as various types of rhythmic and dance activities.</li> <li>4. the relationship of physical activity and exercise, nutrition, and other healthy living behaviors to a healthy lifestyle.</li> <li>5. analysis and refinement of basic movement patterns, skills and concepts.</li> <li>6. conditioning practices and principles; frequency, intensity, time/duration; the short- and long-term effects of physical training.</li> <li>7. safety, injury prevention, and how to perform and/or access emergency procedures/services.</li> <li>8. effects of substance abuse and psycho-social factors on performance and behavior.</li> <li>9. current technologies and their application in physical education, communication, networking, locating resources, and enhancing continuing professional development.</li> <li>10. consumer health issues related to the marketing, selection, and use of products and services (including the effects of mass media and technologies) that may affect health and physical activity involvement.</li> <li>11. approved state and national content standards.</li> <li>12. history and philosophical issues in physical education.</li> </ol>
<p><b>2. Development and Diversity</b>  1997 SSC: 9;  AAHPERD/NASPE: 2, 3; PRAXIS II (0091):I.3, IV.3; <i>Show Me Standards:</i> no overt reference</p>	<ol style="list-style-type: none"> <li>1. biological, psychological, sociological, experiential, and environmental factors (e.g., physical growth and development; neurological development, physique, gender, socio-economic status) that impact readiness to learn and perform.</li> <li>2. individual differences as related to optimal participation in physical activity, including concepts such as diversity, disability, multiculturalism, development, gender differences, and learning styles.</li> <li>3. accessing and selecting appropriate services and resources to meet diverse learning needs.</li> </ol>
<p><b>3. Collaboration and Community Involvement</b>  1997 SSC: 8, 11, 14;  AAHPERD/NASPE:10;  PRAXIS II (0091):IV.3, IV.4); <i>Show Me Standards:</i> no overt reference</p>	<ol style="list-style-type: none"> <li>1. selecting and accessing community resources to enhance physical activity opportunities and involvement.</li> <li>2. strategies for advocating in the school and community to promote a variety of physical activity opportunities.</li> <li>3. statutes, regulations, policies, and curriculum guidelines related to physical education, including knowledge of how to access and to advocate for policy development.</li> <li>4. career opportunities in related fields, e.g., wellness, athletic training, exercise science, and sport-related careers.</li> </ol>